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ABSTRACT

On June 1, 1980, the South Carolina Department of Education, Office of Vocational Education, entered into a contractual agreement with the Governor's Office, CETA Division, for the purpose of operating a Manpower Training Coordinators Program in 10 school districts serving rural areas. The project was designed to establish and maintain effective linkage contacts and coordination between vocational education and business and industry, job service, CETA, vocational rehabilitation, technical education, other educational institutions, and community concerns. The final evaluation of the Manpower Training Coordinators Project indicates the most noteworthy results of the program were that: a sound and functional job placement program was established and developed in each location; business/industry, state/local agencies, higher education, and community leaders became closely involved with the vocational programs and made positive input; positive linkages were established between the vocational education centers and the communities served; an informal communications network was established and developed at each site; and vocational students benefited from the activities of the coordinator, and skills were obtained to assist in the school-to-work transition. Using seven assumptions of success, the Office of Vocational Education assumed the program was successful and recommended potential funding be considered for as many sites as possible. (AH)

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FINAL REPORT

MANPOWER TRAINING COORDINATORS PROJECT

Experimental Project in Vocational Education
Conducted under
South Carolina Department of Education
Office of Vocational Education

Office of the Governor
CETA Division

by

E. Jimmy Smith

January 1983

RC014208

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INTRODUCTION

From its conception, vocational education has always been a valuable partner in the economic development process in South Carolina. A network of 55 vocational centers and 40 comprehensive high schools house the occupational training programs available to the secondary youth of the state today.

With the advent of high unemployment, particularly in the ranks of youth, and rapid technological advancements, the need for properly training the workforce and linking vocational education to the community becomes critical. Vocational education must be a major partner in addressing and meeting the identified needs of the state.

Successfully assessing and meeting the community needs requires a cooperative effort among many individuals and groups. A collaborative effort among educational facilities, agencies, corporations, and boards is necessary. Without a teamwork approach, it would be impossible to properly educate and develop the thousands of youth in the school systems of South Carolina today.

This project illustrates and outlines the strategies that can be used to improve teamwork among individuals and agencies. It emphasizes the role vocational education can play as a team member without infringing on other's sensitivities and prerogatives.

On June 1, 1980, the South Carolina Department of Education, Office of Vocational Education, entered in a contractual agreement with the Governor's Office, CETA Division for the purpose of operating a Manpower Training Coordinators Program in identified locations in the state. The project was designed to establish and maintain effective linkage contacts and coordination between vocational education and business and industry, job service, CETA, vocational rehabilitation, technical education, other educational institutions, and community concerns.

The rationale for the development of the project comes from the necessity for vocational education to identify and develop the resources of the community in planning and operating quality programs. Community linkage is necessary as vocational education makes every endeavor to improve and facilitate the transition from school-to-work that thousands of youth make each year. The need for vocational education to provide proper occupational training and to develop effective community linkages become especially critical at this era of time.

The approach to the project was that the contractor, the South Carolina Department of Education, coordinate a program in ten school districts of the state serving rural areas. A site was to be located in each of the ten Governmental Planning Districts. A state level coordinator was employed to supervise the local programs. The contractor identified and selected one Local Education Agency per planning district based on such characteristics as geographical distribution, rural area, location of vocational center, vocational center presently lacks a job placement coordinator, unemployment rate of area, minority population, vocational enrollment, and willingness to consider local funding after the completion of the pilot project.

For the 1980-1981 school year, Manpower Training Coordinator positions were located in:

District I - Anderson District 1&2 Vocational Center
Williamston, South Carolina
District II - Greenwood County Vocational Facilities
Greenwood, South Carolina
District III - Union County Vocational Center
Union, South Carolina

Introduction (Continued.)

District IV	- Fairfield County Vocational Center Winnsboro, South Carolina
District V	- Barnwell County Vocational Center Blackville, South Carolina
District VI	- Clarendon County Vocational Center Manning, South Carolina
District VII	- Timmonsville Career Center Timmonsville, South Carolina
District VIII	- Hemingway Area Vocational Center Hemingway, South Carolina
District IX	- Oakley Vocational Center Oakley, South Carolina
District X	- Colleton County Vocational Center Walterboro, South Carolina

During the school year, the coordinator at the Clarendon County Area Vocational Center resigned in December to accept other employment. This position remained vacant for the remaining portion of the year. Nine centers maintained programs throughout the entire 1980-1981 school year.

Changes made for the second year of the program were caused by the coordinator at the Barnwell County Vocational Center (District V) moving into the guidance position. This was a logical move for security of position purposes. However, it should be mentioned that the coordinator continued to participate in all activities and fulfilled the responsibilities of the placement position. The Clarendon Center was renamed the F. E. DuBose Vocational Center in honor of a former superintendent. The slot in District VII was awarded to the Marion-Mullins Vocational Center instead of the Timmonsville Career Center. As a result of monitoring visits during the 1980-1981 school year, it was determined that the position would be more beneficial at another location, other than Timmonsville.

OBJECTIVES

The objectives of the Manpower Training Coordinators Program were to:

1. Establish and maintain a supplemental program which will prepare and assist vocational education students in making a successful school-to-work transition.

2. Develop and implement a communications network between the vocational center and the communities served for the purposes of increasing awareness of vocational education and identifying the needs and desires of the communities.

3. Create a good rapport between the vocational center and business and industry within the area served by the center in order to increase the potential for the placement of vocational students and satisfy the needs of business and industry.

4. Identify and use the assisting services available through related state agencies and local organizations within the area served by the vocational center.

5. Organize and develop a sound and functional job placement program which operates from a yearly plan of objectives with specific activities, time elements, and evaluation procedures.

6. Develop methods to identify further and advanced training opportunities and programs available in the local area and acquaint students with them.

7. Develop a coordinated and cooperative relationship with the guidance coordinator at the center to ensure total effectiveness in the student service programs.

8. Develop and implement a plan to review and monitor policies and procedures to eliminate race, sex, and handicapped stereotyping in vocational programs.

9. Investigate alternatives and possibly implement procedures by which a student receives work experiences directly related to his/her vocational program.

CHRONOLOGICAL SCHEDULE OF EVENTS

From July 1, 1980, specific events occurred to shape the total perspective of the Manpower Training Coordinators Program. The following is a chronological sequence of occurrings from July 1, 1980 until September 30, 1982.

Date	Event
7- 1-80	State Coordinator employed and given title Industry/Education Coordinator
7-11-80	Site locations identified and selected
7-15-80	Pilot centers notified of selection
9-24-80	Orientation for directors and coordinators
9-30-80	Quarterly reports due
10- 9-80	In-service for identified coordinators
10-21-80	In-service for identified coordinators
11- 6-80	In-service for identified coordinators
12-30-80	Quarterly reports due
1-23-81	In-service for coordinators
2-27-81	Local needs assessments conducted
3-31-81	Quarterly reports due
4-10-81	In-service for identified coordinators
5- 6-81	In-service for identified coordinators
5- 8-81	Follow-up of 1980 vocational completers
5-15-81	Educational Opportunities Handbook due
5-15-81	Policies on stereotyping implemented
6-12-81	Quarterly reports due
6-12-81	Yearly summary reports due
9-22-81	In-service for coordinators
9-23-81	In-service for coordinators
9-30-81	Quarterly reports due
11- 5-81	In-service for identified coordinators
11-12-81	In-service for identified coordinators
12-30-81	Quarterly reports due
2-23-82	In-service for identified coordinators
2-24-82	In-service for identified coordinators
2-25-82	In-service for identified coordinators
2-26-82	In-service for identified coordinators
3-30-82	Quarterly reports due
6-15-82	Interagency agreements due
6-15-82	Quarterly reports due
6-15-82	Follow-up of 1981 vocational completers
6-15-82	Student and instructor surveys due
6-15-82	Yearly report due
9-30-82	Project Summary submitted.

METHODS OF OBTAINING EVALUATION DATA

To properly evaluate the activities and objectives of the program, six methods were used. The techniques used in collecting data included:

1. MONITORING VISITS - Each site was monitored at least twice by the state coordinator during the school year. The evaluation instrument was completed and a follow-up letter was mailed to the superintendent or director outlining specific findings or problem areas. This letter was mailed under the signature of Director of the Office of Vocational Education, South Carolina Department of Education.

2. QUARTERLY REPORTS - Each site was required to submit reports quarterly outlining and identifying specific activities and accomplishments of each three month period.

3. YEARLY SUMMARY - Each site was required to submit a yearly report for the purpose of summarizing the activities of the position. Positive activities as well as problem areas were identified and closely analyzed.

4. FOLLOW-UP RECORDS - Each site was required to submit a follow-up report on the previous year vocational completers. This information was compiled and analyzed both from an individual and group basis.

5. INSTRUCTOR SURVEY - Each site was required to survey the vocational instructors for the purpose of rating specific aspects of the program. The survey was completed by 109 or 75% of the instructors. In order for the survey to be valid and useful, the coordinator did not have any impact in distributing or handling the surveys. This was accomplished through the director's office.

6. STUDENT SURVEY - Each site was required to survey the vocational students for the purpose of rating specific aspects of the program. The survey was completed by 1147 or 36% of the students. In order for the survey to be valid and useful, the coordinator did not have any impact in distributing or handling the surveys. This was accomplished through the director's office.

SUMMARY OF SUCCESS OR FAILURE IN ACCOMPLISHING OBJECTIVES

OBJECTIVE #1: Establish and maintain a supplemental program which will prepare and assist vocational education students in making a successful school-to-work transition.

ACTIVITIES DEVELOPED TO ACCOMPLISH OBJECTIVE:

1. A sound and functional yearly program of objectives and activities were developed by each coordinator. The supplemental program included such activities and instruction in self appraisal skills, the job search, the job application, the interview, the resume, and job maintenance skills, etc. Each local coordinator's yearly plan was approved by the state coordinator before each year.

METHODS USED FOR EVALUATION:

1. Monitoring Visits
2. Yearly Plans
3. Student Surveys
4. Instructor Surveys

FINDINGS:

1. 98% of the instructors surveyed reported that their students had received instruction in such areas as job seeking skills, completing an application, job maintenance skills, etc.

2. 83% of the instructors surveyed reported that the local coordinator conducted programs within the classroom or laboratory during the year.

3. 85% of the instructors surveyed reported that the local coordinator was of assistance in developing supplemental learning activities.

4. 88% of the students surveyed reported that they received instruction in such activities as job seeking skills, completing an application, job resumes, etc.

5. 73% of the students surveyed reported that the local coordinator conducted programs within the classroom or laboratory area during the year.

SUCCESS OF ACCOMPLISHING OBJECTIVE: The centers were rated either excellent, good, average, below average, or poor by the state coordinator on the local activities developed to accomplish the objective. Three centers received an excellent rating, seven a good rating, and one an average rating. Statewide, a good rating was given to the activities for accomplishing this objective.

OBJECTIVE #2: Develop and implement a communications network between the vocational center and the communities served for the purpose of increasing awareness of vocational education and identifying the needs and desires of the communities.

ACTIVITIES DEVELOPED TO ACCOMPLISH OBJECTIVE:

1. In an effort to develop and implement functional activities, each site was required to establish an interagency council. The council was mandated to have representation from secondary education, vocational education, higher education (TEC), South Carolina Employment Security Commission, South Carolina Department of Vocational Rehabilitation, business and industry, and CETA. The four major purposes were:

   A. Coordinate linkage efforts between the vocational center and the community;
   B. Improve the school-to-work transition for youth;
   C. Develop an effective communications network between vocational education and the public;
   D. Improve knowledge of training opportunities, area employment needs, employment projections, and of local services rendered.

METHODS USED FOR EVALUATION:

1. Monitoring Visits
2. Quarterly Reports
3. Needs Assessment Results
4. Student Surveys
5. Instructor Surveys

FINDINGS:

1. Each site developed and organized a sound and functional interagency council with identified areas of representation. The council met at least twice yearly at each site and most objectives of the council were met. Through the council, close contact at the local level was developed and maintained with state/county agencies, committees, and boards. An informal communications network was established and the improved coordination should benefit both the center and local agencies, committees, or boards.

2. The needs assessment provided all sites with pertinent information to be used to better communicate and meet the needs of the community.

3. 93% of the instructors surveyed reported that they have functional and active program advisory committees.

4. 78% of the instructors surveyed reported that the local coordinator had been of assistance in working with the program advisory committee.

SUCCESS OF ACCOMPLISHING OBJECTIVE: The centers were rated either excellent, good, average, below average, or poor by the state coordinator on the local activities developed to accomplish this objective. Seven centers received an excellent rating, three a good rating, and one an average rating. Statewide, an excellent rating was given to the activities for accomplishing this objective.

OBJECTIVE #3: Create a good rapport between the vocational center and business and industry within the area served by the center in order to increase the potential for the placement of vocational students and satisfy the needs of business and industry.

ACTIVITIES DEVELOPED TO ACCOMPLISH OBJECTIVE:

1. Direct business and industry visitation was an expectation and part of the total yearly program. Local coordinators contacted and developed positive rapport with the businesses and industries and community organizations of the area. Each coordinator was required to report quarterly on the contacts made.

2. The previously identified needs assessment (Objective #2) was used to identify needs and concerns of business/industry and to develop methods as to how vocational education can better serve the community.

3. Field trips and hosting business/industry employees were expectations and a part of the total yearly program. Local coordinators contacted and arranged for vocational students to obtain an insight into the working world and to bring business and industry people into the vocational center for awareness and instructional purposes.

METHODS USED FOR EVALUATION:

1. Monitoring Visits
2. Quarterly Reports
3. Instructor Surveys
4. Student Surveys

FINDINGS:

1. As reported by quarter, the following business/industry contacts were made by the coordinators.

   A. First Quarter - December, 1980 - 200 contacts (10 sites)
   B. Second Quarter - March, 1981 - 286 contacts (9 sites)
   C. Third Quarter - June, 1981 - 336 contacts (9 sites)
   D. Fourth Quarter - Sept., 1981 - 192 contacts (9 sites) (Summer Vacation)
   E. Fifth Quarter - December, 1981 - 256 contacts (9 sites)
   F. Sixth Quarter - March, 1982 - 312 contacts (9 sites)
   G. Seventh Quarter - June, 1982 - 280 contacts (9 sites)

2. 92% of the instructors surveyed reported that someone from business and/or industry visited his/her class this year.

3. 77% of the instructors surveyed reported that their class visited a business and/or industry during the year.

4. 99% of the instructors surveyed reported that they often saw visitors from business and/or industry visiting the center.

5. 78% of the students surveyed reported that someone from business and/or industry visited in their class during the year.

6. 58% of the students surveyed reported that they had the opportunity to visit a business and/or industry during the year.

7. 84% of the students surveyed reported that they see visitors from business and/or industry visiting the center.

SUCCESS OF ACCOMPLISHING OBJECTIVES: The centers were rated either excellent, good, average, below average, or poor by the state coordinator on the local activities developed to accomplish this objective. Seven centers received an excellent rating, three a good rating, and one an average rating. Statewide, a good rating was given to the activities for accomplishing this objective.

OBJECTIVE #4: Identify and use the assisting services available through related state agencies and local organizations within the area served by the center.

ACTIVITIES DEVELOPED TO ACCOMPLISH OBJECTIVES:

1. Coordination with related state agencies and local organizations was required and developed. The previously identified interagency council (Objective #2) was mandated to have representation from the South Carolina Employment Security Commission, Vocational Rehabilitation, etc.

2. Agreements of coordination were developed by the state coordinator for the purpose of identifying and specifying responsibilities and functions as they relate to the total educational and community linkage picture. Linkage Agreements with Employment Security Commission and Vocational Rehabilitation were developed with the local coordinators in the Fall, 1982.

METHODS USED FOR EVALUATION:

1. Monitoring Visits
2. Linkage Agreements
3. Quarterly Reports

FINDINGS:

1. All interagency councils had proper representation and involvement from related state and local organizations. The council functioned in its primary role of improving the communication and linkage aspects of the community and center.

2. Five centers (Anderson, Colleton, F. E. DuBose, Hemingway, and Union) completed agreements of coordination between themselves and the South Carolina Employment Security Community. These documents were signed by high level officials at the center and with employment security. If properly developed, these agreements can assist many young people in years to come in making a successful transition from school-to-work.

3. Three centers (Colleton, Hemingway, and Union) completed agreement of coordination between themselves and the South Carolina Department of Vocational Rehabilitation. These documents were signed by high level officials at the center and with vocational rehabilitation. If properly utilized, these agreements can assist many young people in years to come in making a successful transition from school-to-work.

SUCCESS OF ACCOMPLISHING OBJECTIVE: The centers were rated either excellent, good, average, below average, or poor by the state coordinator on the local activities developed to accomplish this objective. Seven centers received an excellent rating, three a good rating, and one an average rating. Statewide, an excellent rating was given to the activities for accomplishing this objective.

OBJECTIVE #5: Organize and develop a sound and functional job placement program which operates from a yearly plan of objectives with specific activities, time elements, and evaluation procedures.

ACTIVITIES DEVELOPED TO ACCOMPLISH OBJECTIVE:

1. Each coordinator implemented a placement program at the respective center. All of the activities of the yearly program related to placement.
2. A sound follow-up record maintenance system was developed and implemented at each site.

METHODS USED FOR EVALUATION:

1. Monitoring Visits
2. Quarterly Reports
3. Follow-up Summaries
4. Instructor Surveys
5. Student Surveys

FINDINGS:

1. 99% of the instructors surveyed reported that they were familiar with the placement program at the center.
2. 85% of the instructors surveyed reported the coordinator was of assistance in developing supplemental learning activities.
3. 97% of the students surveyed reported that they were familiar with the placement program at the center.
4. 25% of the students surveyed reported that they had received assistance from the coordinator in securing part-time and full-time employment.
5. The effective placement of vocational students was a major component of the Manpower Training Coordinators Program. Follow-up studies were completed in February, 1981, to determine the status of vocational students who completed programs in 1980. The students that completed programs in 1980 did not have any exposure to the local coordinators and were not involved in any activities of the program.

   In February, 1982, a follow-up study was conducted to determine the status of 1981 vocational completers. These young people had one year of exposure to the plans and activities of the Manpower Training Coordinators. Vocational completers, those who completed a vocational program, were classified and organized in several categories. The findings show:

A. Completers	-	1980 - 1247	
		1981 - 1293	
1. Available for Placement	-	1980 - 615	
		1981 - 749	
a. Employed in Field Trained	-	1980 - 299	(49%)
		1981 - 381	(51%)
b. Unemployed	-	1980 - 121	(10%)
		1981 - 144	(12%)
2. Unavailable for Placement	-	1980 - 632	
		1981 - 544	

OBJECTIVE #5 (Continued.)

The follow-up study indicates that more 1981 completers, available for placement, were employed in the field trained (51%) as compared to 1980 completers (49%). Numerically, 381 of the 749 completers in 1981 who were available for placement were employed in the field trained. This compares to 299 of the 615 completers available for placement in 1980.

It is noteworthy that the in-field placement percentage increased slightly when compared to the economic conditions of South Carolina. The environment for placement of 1981 vocational completers found a much tighter economy and one where the job market was limited.

The unemployed percentage of vocational completers relates directly to the state's unemployment average. For 1981 completers, 12% were unemployed at the time of survey, as compared to 10% for the 1980 completers. However, it should be remembered that these completers are young people in their late teens. Unemployment for youth ages 16-19 averaged 20.9% for the year 1981.

There were fewer people categorized as "status unknown" in the 1981 follow-up as compared to 1980. In 1981, 56 or 4% of 1981 vocational completers could not be located. This compares to 92 or 7% of the 1980 completers.

SUCCESS OF ACCOMPLISHING OBJECTIVE:

The centers were rated either excellent, good, average, below average, or poor by the state coordinator on the local activities developed to accomplish this objective. Four centers received an excellent rating, five a good rating, and two an average rating. Statewide, a good rating was given to the activities for accomplishing this objective.

OBJECTIVE #6: Develop methods to identify further and advanced training opportunities and programs available in the local area and acquaint students with them.

ACTIVITIES DEVELOPED TO ACCOMPLISH OBJECTIVE:

1. All sites developed an Educational Occupational Handbook during the 1980 - 1981 school year. These handbooks were disseminated to all students. Most sites reproduced the handbook for the 1981 - 1982 school year.

2. Six sites obtained services available through the South Carolina Occupational Information System (SCOIS). This system was implemented into the total year program and many students were exposed to it. Regularly planned activities were developed and implemented with the students and instructors of the center.

3. Bulletin boards were used to exhibit information and data of importance to the students. Close coordination with state agencies, local organizations, higher education, and technical education occurred.

4. Several sites held "Career Days" to acquaint students with the employment and training opportunities of the immediate area.

METHODS USED FOR EVALUATION:
1. Monitoring Visits
2. Educational Occupational Handbooks
3. Student Surveys

FINDINGS:

1. 90% of the students surveyed reported that they were aware of the resources of the surrounding area (example: colleges, TEC, training programs, etc.).

SUCCESS OF ACCOMPLISHING OBJECTIVE: The centers were rated either excellent, good, average, below average, or poor by the state coordinator on the local activities developed to accomplish this objective. Five centers received an excellent rating and six a good rating. Statewide, a good rating was given to the activities for accomplishing this objective.

OBJECTIVE #7: Develop a coordinated and cooperative relationship with the guidance coordinator at the center to ensure total effectiveness in the student service programs.

ACTIVITIES DEVELOPED TO ACCOMPLISH OBJECTIVE:

1. Each coordinator and center counselor developed and implemented a program that involved coordination in all phases of a student service program. Services such as student recruitment, individual counseling, group counseling, attendance, etc., were closely coordinated to ensure effectiveness.

METHODS USED FOR EVALUATION:

1. Monitoring Visits
2. Quarterly Reports

FINDINGS:

1. Student enrollment increased by 3.5% in the 1981-1982 school year as compared to the 1980-1981 school year. This information was gathered from the nine sites which participated throughout the first year (1980-1981) of the program. One site, F. E. DuBose, lost their coordinator in December, 1980, and the position was not filled until August, 1981. The other site, Marion-Mullins, did not participate until the 1981-1982 school year.

2. There was an increase of 122 students at the nine sites. The 1980-1981 school year enrollment was 3520 students as compared to 3642 students for the 1981-1982 school year. Six centers experienced positive growth while three had negative growth.

SUCCESS OF ACCOMPLISHING OBJECTIVE: The centers were rated either excellent, good, average, below average, or poor by the state coordinator on the local activities developed to accomplish this objective. Six centers received an excellent rating, three a good rating, and two an average rating. Statewide, an excellent rating was given to the activities for accomplishing this objective.

OBJECTIVE #8: Develop and implement a plan to review and monitor policies and procedures to eliminate race, sex, and handicapped stereotyping in vocational programs.

ACTIVITIES DEVELOPED TO ACCOMPLISH OBJECTIVE:

1. All sites implemented policies and procedures to eliminate race, sex, and handicapped stereotyping in occupational training. These policies and procedures were placed in the instructor handbook and properly disseminated.

METHOD USED FOR EVALUATION: 1. Monitoring Visits

FINDINGS: All sites established policies and procedures to eliminate all types of stereotyping.

SUCCESS OF ACCOMPLISHING OBJECTIVE: The centers were rated either excellent, good, average, below average, or poor by the state coordinator on the local activities developed to accomplish this objective. All centers received an excellent rating. Statewide, an excellent rating was given to the activities for accomplishing this objective.

OBJECTIVE #9: Investigate alternatives and possibly implement procedures by which a student receives work experiences directly related to his/her vocational program.

ACTIVITIES DEVELOPED TO ACCOMPLISH OBJECTIVE:

1. Several sites implemented programs by which a student could obtain valuable work experiences directly related to his/her vocational program. Six sites (Barnwell, Greenwood, F. E. DuBose, Oakley, Fairfield, and Union) had some type of cooperative or work exploration program to meet this objective.

METHODS USED FOR EVALUATION:

1. Monitoring Visits
2. Quarterly Reports
3. Student Surveys
4. Instructor Surveys

FINDINGS:

1. 49% of the instructors surveyed reported that their students received work experience through cooperative or other work study programs.

2. 40% of the students surveyed reported that they were presently working at a part-time or full-time job.

SUCCESS OF ACCOMPLISHING OBJECTIVE: The centers were rated either excellent, good, average, below average, or poor by the state coordinator on the local activities developed to accomplish this objective. Two centers received an excellent rating and nine received an average rating. Statewide, an average rating was given to the activities for accomplishing this objective.

CONCLUSION

In the final evaluation of the Manpower Training Coordinators Project, it is felt that the most noteworthy results of the program were that:

1. a sound and functional job placement program was established and developed in each location.

2. business/industry, state/local agencies, higher education, and community leaders became closely involved with the vocational programs and made positive input into the total operation.

3. positive linkages were established between the vocational education centers and the communities served.

4. an informal communications network was established and developed at each site.

5. vocational students benefited from the activities of the coordinator and skills were obtained to assist in the school-to-work transition.

It is very difficult to measure all of the good will and po[illegible]grams that were established by each coordinator. When comparing follow-up [illegible]n past years, one may be mislead by percentages and numbers. Neverthel[illegible] important to look at placement over the past years for comparison purposes. Please keep the following factors in mind when evaluating the placement chart:

1. The follow-up records of 1980 and 1981 vocational completers were more structured and organized than in previous years.

2. The economic situation was very bleak in 1980 and 1981 when compared to the previous years.

3. The pilot sites were located in rural areas where unemployment is usually higher and competition for employment very keen. 1976, 1977, 1978 follow-ups are representative of all of South Carolina. Remember, one criterion used in selecting the sites was unemployment. Unemployment in all pilot areas was over 10% at the time of the selection process.

4. In 1979, the Office of Vocational Education implemented a Federally mandated method of following up on vocational completers (VEDS). This system involves surveying the students directly through a mailout.

In previous years, each center was responsible for gathering the follow-up information and supplying it to the OVE. Using the VEDS system, it is very difficult to obtain an accurate statewide picture of placement of vocational completers. This is basically due to students not properly completing or returning the surveys. For this reason, statewide data from 1979 was not used.

Follow-up Results	Available for Placement			
	Unavailable for *Placement	Employed In-Field	Employed Out-of-Field	**Unemployed
1976 Vocational Center - 4982 Completers	2320	1321 50%	979 37%	362 8%
1977 Vocational Center - 5385 Completers	2570	1352 48%	1051 37%	412 8%
1978 Vocational Center - 9300 Completers	4171	3329 65%	1449 28%	351 4%
1980 Pilot Vocational Center - 1247 Completers	632	299 49%	195 32%	121 10%
1981 Pilot Vocational Center - 1293 Completers	544	381 51%	224 33%	144 12%

*includes status unknown, higher education, military, etc.

**completers not positively occupied (employed, higher education, military, etc.)

In evaluating the data, the following statements may be used.

1. In-field placement percentages remained basically in the 45-55% range throughout the five years, with the exception of 1978.

2. The unemployed percentages are constant with the overall level in South Carolina; however, remembering that we are dealing with youth unemployment it is considerably lower. Unemployment for youth ages 16-19 averaged 20.9% for the year 1981.

3. The pilot sites compare very favorably to the previous years despite the turn of the economy and a tight job market. Data obtained from follow-up surveys do not accurately depict the positive relationships that the coordinator has developed and established. Two years is not long enough to obtain an accurate figure dealing with placement. These figures represent completers nine months after finishing a program. The job maintenance skills that were offered to the students cannot be measured in such a short period of time. There are many intangibles of the programs.

The program was designed to benefit the young people of the pilot school systems. The survey results from the students and instructors represent a very positive image concerning vocational education and the program.

The results of the instructors survey are as follows:

Question	Yes	No	Positive Response Percentage
1. Are you familiar with the Job Placement Program at this center?	108	1	99%

Follow-Up Results (Continued.)

Question	Yes	No	Positive Response Percentage
2. Has the Job Placement Coordinator been of assistance to you in developing supplemental learning activities?	93	16	85%
3. Has anyone from business and/or industry visited your class this year?	100	9	92%
4. Did your class have the opportunity to visit a business and/or industry during the year?	84	25	77%
5. Has the Job Placement Coordinator conducted any programs within your classroom or laboratory this year?	90	19	83%
6. Do you ever see visitors from business and/or industry visiting in this center?	108	1	99%
7. Do you have a functional and active program advisory committee?	101	8	93%
8. Has the Job Placement Coordinator been of assistance to you in working with the program advisory committee?	85	24	78%
9. Have your students received instruction in such areas as job seeking skills, completing an application, job maintenance skills, etc.?	107	2	98%
10. Have any of your students received work experience through cooperative or other work study programs this year?	53	56	49%

The results of the students survey are as follows:

Question	Yes	No	Positive Response Percentage
1. Are you familiar with the Job Placement Program at this center?	903	244	79%
2. Has the Job Placement Coordinator assisted you in securing part-time or full-time employment?	283	864	25%

The results of the students survey (Continued.)

Question	Yes	No	Positive Response Percentage
3. Has anyone from business and/or industry visited your class this year?	893	254	78%
4. Have you had the opportunity to visit a business and/or industry during this year?	662	485	58%
5. Has the Job Placement Coordinator conducted any programs within your classroom or laboratory this year?	839	308	73%
6. Do you ever see visitors from business and/or industry visiting in this center?	961	186	84%
7. Have you received information and practice in completing a job application, a resume', job maintenance skills?	1013	134	88%
8. Are you aware of the resources of the surrounding area (example: colleges, TEC, training programs, etc.)?	1037	110	90%
9. Are you presently working a part-time or full-time job?	463	684	40%
10. Have you been pleased with your vocational training program this year?	1086	61	95%

In concluding, the Office of Vocational Education feels very safe in making the assumption that the Manpower Training Coordinator Project was a success. Basing our assumption on: (1) constant placement percentages, (2) satisfactorily reports on the surveys, (3) student enrollments, (4) improved communication and coordination primarily through interagency councils and visitations, (5) exposure of students to the working world and exposure of the working world to vocational education, (6) the community linkages that were developed, and (7) the cooperative atmosphere, we strongly feel that the additional staff person can play a major role in all perspectives of improving the school-to-work transition for youth.

For future planning, the Office of Vocational Education recommends that potential funding be considered for as many sites as possible.